



Treleigh Community Primary School

Inspection Report

Unique Reference Number 111841
Local Authority Cornwall
Inspection number 289069
Inspection date 16 January 2007
Reporting inspector Paul Sadler

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Treleigh
School category	Community		Redruth
Age range of pupils	4-11		TR16 4AY
Gender of pupils	Mixed	Telephone number	01209 216600
Number on roll (school)	203	Fax number	01209 314425
Appropriate authority	The governing body	Chair	Lesley Hastings
		Headteacher	Tom Harman
Date of previous school inspection	19 March 2001		

Age group 4-11	Inspection date 16 January 2007	Inspection number 289069
--------------------------	---	------------------------------------

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The school is situated on the outskirts of Redruth and serves areas of social and private housing. There are few pupils from ethnic minorities and none who speak a language other than English at home. The proportion with learning difficulties is above average. The school provides a breakfast club.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school. As the parent of a Year 6 pupil said, 'If my son is as happy and well educated at secondary school as at this one, he will be a very lucky boy'. Pupils start school with levels of skill and knowledge below those expected and by the time they leave at the end of Year 6, their attainment in English, mathematics and science is above average. This is good achievement. The school has worked hard to raise the attainment of boys and in 2006, those in Year 6 achieved very well. Children are given a good start in the Reception class in which their social and communication skills improve significantly. Pupils' personal development and well-being are good. They behave well and enjoy school. Any bullying is dealt with effectively. Attendance and punctuality are satisfactory, an improvement since the last inspection. Pupils have a good understanding of the need for exercise and a healthy diet, and of how to keep safe.

These good outcomes result from good teaching. Teachers have high expectations of what pupils can achieve and there is a consistency of approach which supports the steady development of the skills of reading and writing. Pupils' strengths and weaknesses are well known to staff, and those in need of extra help are supported very well by a team of specialist teaching assistants. Marking is good, especially in Reception and Years 1 and 2, and helps pupils to improve their work. The curriculum is good and gives plenty of opportunities for pupils to develop their skills of literacy, numeracy and information and communication technology (ICT), and is enhanced by a good range of clubs and other activities. Care, guidance and support are outstanding. Pupils are very well cared for and arrangements for child protection are very good. Parents experiencing difficulties are supported very well and the school's knowledge of each pupil is used to set effective academic targets which provide excellent guidance.

Leadership and management are good. Leaders and managers have a good understanding of the school's strengths and weaknesses which is confirmed by the findings of the inspection. They have taken effective action to improve things and, for example in the case of attendance, there has been steady if slow improvement. Teaching and pupils' progress are monitored well and the findings are incorporated into effective plans. There is room for improvement in links with the pre-school which most pupils attend before starting school. Governors have a good understanding of the school and monitor and support appropriately. Recent strengthening of the leadership team means there is excellent potential for further improvement, building on the good improvement since the last inspection.

What the school should do to improve further

- increase the range of strategies used to improve pupils' attendance and punctuality
- improve liaison with the pre-school to ensure that children have a smooth transition when they start school.

Achievement and standards

Grade: 2

Pupils attain standards that are above average and achieve well. In the Reception Year, their skills of communication, language and literacy develop rapidly and they speak to adults with confidence and at length. By the end of the year, most reach the goals set for children of their age. They continue to make good progress and by the end of Year 2 are attaining average standards in reading, writing and mathematics. At the end of Year 6, pupils' attainment in English, mathematics and science has risen significantly in recent years. In 2006, nearly all reached the expected standards and about half exceeded those levels. Challenging targets were met for the first time in recent years. Given that boys nationally attain lower standards than girls, the fact that 70% of this class were boys means these results represent a considerable success which, if sustained over the coming years, will lead to excellent achievement.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. In a thought-provoking assembly, pupils could give a mature explanation of the meaning of a biblical passage. They have a good understanding of the need for regular exercise and of what constitutes a healthy diet. They have a good awareness of personal safety and trust the adults in the school to help them. Pupils say that they enjoy school, that there is little bullying and that which exists is handled well by staff. They make a good contribution to the community, by taking responsibility within the school, for instance as playground buddies or librarians, and by collecting for charity. The skills pupils will need in later life are developing well as they make good progress in literacy, numeracy and ICT. Attendance is below average and the punctuality of some pupils is poor. Improving attendance and punctuality has been a priority for some time and improvement has taken place, especially since parents have received a monthly record of their child's attendance, and there is a need to explore further strategies that might continue these improvements.

Quality of provision

Teaching and learning

Grade: 2

Pupils are taught well because teachers have a good knowledge of their progress and use this to plan work effectively. In the Reception Year, the teacher's enthusiasm and effective use of resources such as toys enables the children's communication and social skills to develop rapidly. Teachers have high expectations of what pupils can achieve and plan together so that pupils have consistent routines and make steady progress. The very good marking seen in Reception and Years 1 and 2 is less consistent in Years 3 to 6. A dedicated team of teaching assistants is very effective in improving the

progress of pupils identified as in need of extra help. Pupils have good learning skills, for instance when using the computer unsupervised or in the large Year 6 class, where all pupils enthusiastically demonstrated their mathematical problem-solving skills at the end of a long lesson.

Curriculum and other activities

Grade: 2

All pupils have a good range of activities that is well matched to their needs. The Reception Year have a mix of guided play and more formal activities. The school rightly has plans to improve their outdoor area. Older pupils have a good mix of activities to improve their basic skills, physical activities and learning, for instance, about the geography, history and heritage of Cornwall. These are well planned to meet the needs of individuals. There is a good range of additional activities, including sport, music and pastimes such as chess.

Care, guidance and support

Grade: 1

The excellent care, guidance and support provide very good care and welfare for all pupils. Child protection procedures go beyond what is required by law. The school's very good knowledge of families and parents in need of support ensures pupils can make the most of their education. Counselling services are provided. Parents appreciate this support. As one said, 'I received wonderful support when I was experiencing behaviour problems with my son'. Pupils' views are heard through the school council which meets weekly, and are acted upon. Each pupil's progress is tracked and is then used to set targets which improve their rate of progress and their understanding of what they need to learn. Older pupils understand how to achieve national standards for those of their age. This is excellent academic guidance.

Leadership and management

Grade: 2

The school is well led by the headteacher who is well known to parents and pupils. Parents find him accessible as he is usually at the school gate when pupils arrive. Governors are also available at this time to parents who wish to speak to them.

The school has a good knowledge of its strengths and weaknesses and has been effective in improving areas such as boys' achievement and attendance, although there is more to be done in relation to the latter. Improvement since the last inspection has been good. The recent appointment of a deputy headteacher to lead the Foundation Stage (Reception class) has led to good quality provision for these children. There is room for improvement in links with the pre-school which most children attend before they start school, in order to ensure a smooth transition.

Staff and governors work effectively together in drawing up plans to improve the school. These rightly focus on improvements that have been identified in monitoring

the school's work. The strengthened management team and governors are exceptionally well placed to make further improvements following the good improvement, especially recently in pupils' achievement, that has taken place since the last inspection.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I very much enjoyed talking and listening to you and seeing your work when I visited your school recently. I want to thank those of you who spent time talking to me. I especially enjoyed attending your assembly and seeing your work around the school.

I agree with you and your parents that your school is a good one. These are some of the best things about it:

- you learn quickly and Year 6 pupils do very well in the national tests (SATs)
- you behave well, get on very well together and help each other, partly because the older pupils get lots of opportunities to be responsible
- you keep healthy by eating sensibly and by using the opportunities to take part in sport and games
- the Reception children get a good start to school and learn quickly
- there is lots of interesting work for you, such as the 'Sense of Place' project about Cornwall, and activities outside the school day
- you are taught well. Teachers know what you need to learn and the teaching assistants are very good at helping those of you who are finding some of the work difficult
- you are very well cared for by the staff and feel you can talk to them about problems
- you are given targets you understand and which help you to improve your work
- the headteacher, the other staff and the governors lead the school well.

I have asked the school to improve two things. Firstly, to do even more to help you attend regularly and get to school on time, and secondly, to work more closely with the pre-school so that Reception children are prepared well to start school.